



## North Hartsville Elementary

110 School Drive  
Hartsville, South Carolina

<b>Grades</b>	1-5 Elementary School	
<b>Enrollment</b>	806 Students	
<b>Principal</b>	Beth Blum	843-857-3200
<b>Superintendent</b>	Dr. Rainey H. Knight	843-398-5200
<b>Board Chair</b>	Dr. Allem McCutcheon	843-332-2852

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

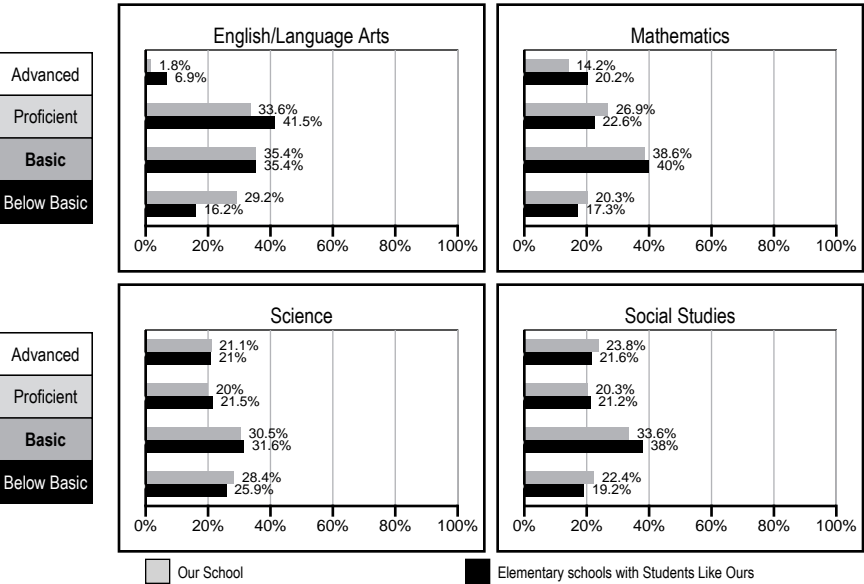
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	24	54	5	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=806)</b>				
First graders who attended full-day kindergarten	87.0%	Up from 83.4%	100.0%	100.0%
Retention rate	4.0%	Down from 6.9%	2.1%	2.3%
Attendance rate	96.2%	Up from 95.9%	96.4%	96.3%
Eligible for gifted and talented	11.3%	Up from 10.9%	12.6%	10.4%
With disabilities other than speech	8.0%	Up from 7.0%	7.6%	7.5%
Older than usual for grade	0.4%	Down from 1.2%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	50.0%	Down from 51.1%	56.0%	56.7%
Continuing contract teachers	95.7%	Up from 95.6%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Down from 90.1%	88.0%	86.4%
Teacher attendance rate	95.2%	Down from 95.7%	94.9%	94.9%
Average teacher salary	\$46,380	Up 7.5%	\$45,414	\$45,345
Professional development days/teacher	25.6 days	Up from 19.8 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 21.6 to 1	19.3 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 89.7%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,113	Up 10.3%	\$6,448	\$7,052
Percent of expenditures for instruction*	67.7%	Down from 68.1%	70.0%	69.1%
Percent of expenditures for teacher salaries*	65.5%	Down from 66.0%	65.5%	64.2%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Soar with "The Best School in the Universe" at North Hartsville Elementary School. With an average of 800 students divided among thirty-six homerooms we still strive to actively engage in teaching, challenging and encouraging all students.

First through third grade classes are self-contained with a strong emphasis on individualized instruction for each child. Fourth and fifth grade classes enjoy team teaching while, also focusing on individualized instruction. All grades are involved with Measurements of Academic Progress (MAP) three times a year. Teachers focus on each student's individual goals and focus lessons based on growth the child needs to make. All gains are celebrated within the school.

All North Hartsville Elementary faculty and staff, parents, community members, and business partners work closely together to encourage each child to be successful academically in a safe environment that continues to grow. Our PTO is continuously enhancing our school climate to make North Hartsville Elementary extraordinary by actively coordinating fundraisers throughout the school year.

Through many activities and a lot of hard work, North Hartsville Elementary is truly the "Best School in the Universe"!

Beth Blum, Principal  
Marla Prozzi, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	148	67
Percent satisfied with learning environment	95.2%	89.7%	95.5%
Percent satisfied with social and physical environment	97.6%	82.4%	92.5%
Percent satisfied with school-home relations	90.2%	93.2%	92.5%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	459	95.9	26.3	37	34.8	1.9	48.4	36.1	48.2	Yes	Yes
Gender											
Male	233	96.1	33.3	34.7	31	0.9	43.2	31.1	41.7	N/A	N/A
Female	226	95.6	18.9	39.3	38.8	2.9	53.9	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	311	95.8	18.5	36.9	42.2	2.4	57.1	49.8	60	Yes	Yes
African American	136	96.3	43	38.8	17.4	0.8	28.9	26.4	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	66	97	67.2	27.9	4.9	0	9.8	10.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	231	96.5	39.5	37.1	22	1.5	35.1	27.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	459	99.6	20.4	38.5	26.8	14.2	55.7	37.8	45.8	Yes	Yes
Gender											
Male	233	100	23	35.6	28.4	13.1	55.9	38.2	45.6	N/A	N/A
Female	226	99.1	17.8	41.6	25.2	15.4	55.6	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	311	99.4	13.8	35.6	31.5	19.1	65.1	53.3	59	Yes	Yes
African American	136	100	33.3	46.8	16.7	3.2	34.9	26.7	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	66	100	63.5	25.4	9.5	1.6	17.5	12.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	231	99.1	32.2	42.7	18	7.1	40.8	28.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	300	99.3	28.4	30.5	20	21.1	41.1	29.2	35.7	96.2	95.9
Gender											
Male	155	100	29.5	28.8	21.2	20.5	41.8	29.9	37.4	96	95.7
Female	145	98.6	27.3	32.4	18.7	21.6	40.3	28.4	33.8	96.4	96.2
Racial/Ethnic Group											
White	204	99	17.9	29.2	23.6	29.2	52.8	46.4	49.2	96	95.5
African American	91	100	51.8	34.1	10.6	3.5	14.1	16.6	17	96.7	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	98.9	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	96.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	91.8
Disability Status											
Disabled	38	100	61.1	22.2	11.1	5.6	16.7	9.6	14	95.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	89.9
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	97.4	96.9
Socio-Economic Status											
Subsidized meals	156	98.7	41	34	13.9	11.1	25	19	21.1	95.9	95.6

Social Studies

All Students	301	99.3	22.4	33.6	20.3	23.8	44.1	28.1	34	96.2	95.9
Gender											
Male	154	100	22.4	29.9	21.1	26.5	47.6	31.1	36.6	96	95.7
Female	147	98.6	22.3	37.4	19.4	20.9	40.3	24.9	31.3	96.4	96.2
Racial/Ethnic Group											
White	208	99	12.9	33.3	23.9	29.9	53.7	39.4	44.5	96	95.5
African American	85	100	45.5	33.8	13	7.8	20.8	19.7	19.1	96.7	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	98.9	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	96.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	91.8
Disability Status											
Disabled	43	100	51.2	34.1	12.2	2.4	14.6	10.4	14.4	95.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	89.9
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	97.4	96.9
Socio-Economic Status											
Subsidized meals	145	98.6	38.3	35.3	15	11.3	26.3	19.5	21	95.9	95.6

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	142	100	18.2	32.8	43.8	5.1	48.9
	4	170	100	20.8	42.9	35.1	1.2	36.3
	5	145	100	19.3	48.6	32.1	0	32.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	142	88	22.3	35.5	38.8	3.3	42.1
	4	140	100	25.2	32.8	40.5	1.5	42
	5	177	98.9	29.9	41.3	27.5	1.2	28.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	142	100	12.4	48.9	28.5	10.2	38.7
	4	170	100	16.7	36.9	24.4	22	46.4
	5	145	100	19.3	52.1	15.7	12.9	28.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	142	100	21	44.9	21	13	34.1
	4	140	100	11.5	32.8	32.1	23.7	55.7
	5	177	98.9	26.9	37.7	27.5	7.8	35.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	72	100	35.3	35.3	22.1	7.4	29.4
	4	170	100	38.1	25.6	20.2	16.1	36.3
	5	72	100	29	34.8	17.4	18.8	36.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	39.7	29.4	27.9	2.9	30.9
	4	140	100	17.6	29	20.6	32.8	53.4
	5	89	97.8	36	33.7	12.8	17.4	30.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	70	100	14.5	30.4	36.2	18.8	55.1
	4	170	100	23.8	39.3	22.6	14.3	36.9
	5	73	100	36.6	47.9	8.5	7	15.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	17.1	37.1	28.6	17.1	45.7
	4	140	100	18.3	29.8	19.1	32.8	51.9
	5	90	97.8	32.9	36.5	15.3	15.3	30.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample